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ABSTRACT

This module cluster was prepared for the Seventh Cycle Teacher Corps Program at Glassboro State College. The purpose of the module cluster is to enable students to be able to identify and write behavioral objectives. There are no prerequisites for the cluster. The two modules which form the cluster are: (a) Identifying Behavioral Objectives and (b) Writing Behavioral Objectives. Each module contains: (a) the objective of the module, (b) prerequisites for the module, (c) pre- and post-assessment procedures, (d) instructional activities, and (e) remediation activities. (HMD)

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Component: Teaching Theories and Practices.

Module Cluster: Introduction to Behavioral Objectives.

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Instructions for Using a Glassboro State College Modular Cluster

A Glassboro State College Modular Cluster aims at arranging a learning experience in a very specific way. The goal of the cluster is to facilitate successful, self-paced learning for the student.

1. Glassboro State College modular clusters are intended to be used by students with the cooperation of an instructor. The instructor will give a brief explanation about the particular modular cluster. This should include the rationale for the cluster, as well as general arrangement for completing the module.
2. After the initial meeting with the instructor, the student can begin work on the modular cluster. Within a cluster the modules are presented sequentially.
3. When a student begins to study a module, he should first read the Objective, Prerequisite, and Pre-assessment sections. A number of alternatives are then available. For example, the student may decide after reading the pre-assessment procedures that he is competent in that area. He may then complete the entire pre-assessment and discuss the results with the instructor. The instructor will then be able to verify the student's competence.
4. A second choice is possible if the student feels unsure of the material as presented in the pre-assessment. He can then skip the pre-assessment and complete the module step by step, including the post-assessment procedures.
5. The instructor will consult with the student after the post-assessment is completed. At this point, if the student and instructor feel the competency involved has been demonstrated, the student will move to the next module in the cluster. If the post-assessment reveals some deficiency, remediation will be assigned and another form of post-assessment will then be used.

TTP - 002.00 (GSC) Introduction to Behavioral Objectives

General Objectives of Module Cluster

The purpose of this module cluster is to enable students to be able to identify and write behavioral objectives.

The ability to write objectives is assumed to be a prerequisite for designing individualized learning packages for pupils.

Prerequisites to the Module Cluster

This module cluster does not require students to have any prerequisite competencies other than those which typically would be considered as program entrance requirement.

Modules Within the Module Cluster

This module cluster contains two modules. They are as follows:

TTP - 002.01 (GSC): Identifying Behavioral Objectives

TTP - 002.02 (GSC): Writing Behavioral Objectives

TTP - 002.01 (GSC) Identifying Behavioral Objectives

Objective

Given a list of objectives, the student will be able to discriminate between behavioral and non-behavioral objectives.

Prerequisite

None

Pre-Assessment

Pre-assessment procedures consist of a pencil and paper test in which the student is given an opportunity to distinguish between behavioral and non-behavioral objectives. An example of such a test is presented on the page following the description of this module.

Instructional Activities

1. Review Preparing Instructional Objectives by Mager.
2. Attend seminar which will deal with the topic of behavioral objectives.
3. Hold conference with team leader who will discuss issue and attempt to clarify problem areas.
4. Design own instructional activities.

Post-Assessment

Post-assessment procedures consist of alternate forms of the pre-assessment.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.

In the space provided, please mark the following objectives as (B) behavioral or (N) non-behavioral.

1. _____ Given important sociological concepts, the student will be able to write a five page essay which clearly embraces these concepts.
2. _____ The students will learn the preamble of the United State Constitution.
3. _____ Given the dimensions, the students will be able to compute the area of a square, triangle, and circle.
4. _____ The students will learn to ski.
5. _____ During this term the students will demonstrate their appreciation of classical music by attending at least three of the seven concerts held at Small Hall.
6. _____ The students will be able to throw a football at least 21 feet.
7. _____ The students will demonstrate their knowledge of the first seven presidents of the U. S.
8. _____ The students will type, error free, on a standard electric typewriter a fifty word paragraph in two minutes.
9. _____ The students will demonstrate an appreciation for modern art.
10. _____ The students will demonstrate their ability to tune a banjo by matching string tones with an electronic tonal device.

TTP - 002.02 (GSC) Writing Behavioral Objectives

Objectives

The student will be able to write behavioral objectives.

Prerequisite

TTP - 002.01 (GSC)

Pre-Assessment

Pre-assessment procedures consist of a pencil and paper test in which the student is to write five behavioral objectives.

Instructional Activities

1. Review Preparing Instructional Objectives by Mager.
2. Attend seminar which will deal with the topic of behavioral objectives.
3. Hold conference with team leader who will discuss issue and attempt to clarify problem area.
4. Design own instructional activities.

Post-Assessment

Post-assessment procedures are identical to pre-assessment procedures.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.